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ABSTRACT

Every year, accidents claim the lives of thousands of children and many thousands more are injured. A need exists for schools to teach children the important components of safe behavior and safe conditions; safety instruction in the elementary schools cannot be left to chance. The inclusion of safety education across all elementary levels and subjects constitutes the multidisciplinary approach that achieves best results. Due to their vulnerability, children are often the target of acts of violence. It is therefore necessary to provide safer, more secure schools and use instructional methods that teach children how to protect themselves both at school and at home. This publication is divided into five sections. The first presents general safety information for teachers; section 2 deals with special problems in teaching safety; learning experiences for primary and intermediate grades are covered in section 3; section 4 provides information on school security and emergency planning; and the final section lists selected resource materials on safety. Safety instruction is not merely an accumulation of facts; it is the development of skills and attitudes that will promote the safety and well-being of all elementary students. (LL)

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Teaching Safety in the Elementary School

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and

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Teaching Safety in the Elementary School

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American Alliance for Health, Physical Education,
Recreation and Dance

DEDICATION

This book is dedicated to Charles Peter Yost,
who passed away before its completion day.
His enthusiastic support encouraged me
in the preparation of this publication.

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FOREWORD

Every year, accidents claim the lives of thousands of children and many thousands more are injured. An urgent need exists for our schools to teach children the important components of safe behavior and safe conditions.

Due to their vulnerability, children are often the target of acts of violence. It is imperative that we provide safer, more secure schools and use instructional methods that teach children how to protect themselves both at school and at home.

This publication is divided into five sections. The first section presents general safety information for teachers. The second deals with special problems in teaching safety. Learning experiences for primary and intermediate grades are covered in section three. The fourth section provides information on school security and emergency planning. The last section lists selected resource materials on safety.

Safety instruction in the elementary schools cannot be left to chance; it is vital for each student's future. The inclusion of safety across all elementary levels and subjects constitutes the "multidisciplinary approach" that achieves best results.

Safety instruction is not merely an accumulation of facts and statistics. It is the development of skills and attitudes that will promote the safety and well-being of all our elementary students.

WHAT TEACHERS SHOULD KNOW ABOUT SAFETY

What Is an Accident?

An accident is something that happens without planning. Most people think of accidents in terms of physical injury, death, or property damage, and this is the approach we shall use here.

What Causes Accidents?

The National Safety Council has been reminding us that "accidents don't happen . . . they are caused." Further, there is seldom a single cause of an accident; an accident is a combination or sequence of circumstances.

One of the pioneers of industrial safety, H. W. Heinrich, described the accident sequence as a series of dominoes. If the dominoes are placed on end, side by side, and the first domino is knocked over, all the dominoes will fall. In other words, the accident sequence will be completed. However, if a key domino is removed, the sequence will stop and the accident will be prevented. Working backward, we begin with:

the *injury*, which is a result of
the *accident*, which is the result of
an *unsafe act* or *mechanical/physical hazard*, which is the result of
a *fault* of a *person*, which is the result of
the person's *social environment or ancestry* (traits of character such as recklessness or stubbornness, physical and emotional state, education and experience).

In engineering and designing for safety, the job is primarily that of removing the third domino, the mechanical or physical hazard. Our task, as teachers, is primarily with the first and second dominoes. We help children learn facts, acquire skills, and develop personality characteristics that will keep them from making the mistakes that lead to accidents.

The Three "E"s of Accident Prevention

The three "E"s of accident prevention are *Education*, *Engineering*, and *Enforcement*. Education is the school's major task, but engineering and enforcement also have their place.

Education

Should children be taught how to carry glass objects? If they do not know how to carry them safely, then they should be taught.

Should children climb on climbing frames? If climbing is desirable for their physical development, then they should be taught to climb safely.

Should the teacher depend on the police officer to teach traffic safety to the class? Is the police officer an adequately prepared teacher? If not, he or she should not teach the class. He or she may be used as a resource for traffic safety study, but not as a teacher.

Should boys and girls merely be given rules to avoid hazards? Will they learn to recognize and solve accident problems if they have not been taught by the problem-solving method? If not, they they need problems but the accident problem should be difficult enough to challenge their abilities yet not so difficult as to overwhelm them.

Engineering

You may think you have little to do with engineering for safety, but you can do much to improve the safety of the classroom.

Example: Ms. Meriweather, with too many children in too small a room, found that by rearranging the movable desks so that there were three rows, two desks wide, instead of six rows, one desk wide, enough aisle space was gained to allow reasonably accident-free traffic.

Example: Mr. French found that the inevitable game of softball during his sixth grade free recess period resulted in conflict, sometimes painful, with the first grade class which shared the small playground at the same time. A faculty conference led to grouping more similar age levels on the playground.

In "engineering," pupils may also be involved.

Example: Jim reported that the new custodian was blocking the lunchroom exit with milk carton cases in violation of the fire code.

Example: Dolores suggested that if the children used the north door in going to the playground and the south door in returning, there would be less confusion and fewer chances for collisions.

Enforcement

When *enforcement* is considered in terms of its near synonym, *discipline*, you can easily see its relationship to teaching. Part of your job as teachers is to see that children do not hurt themselves or one another, intentionally or unintentionally, emotionally or physically, as they grow toward self-discipline.

Safety Tasks of the Teacher

Safety education has been defined as the area of experience through which boys and girls learn to make wise choices when possible injury to self or others, or property damage, may be involved.

With knowledge we can engage in activities—swimming, skiing, biking—that would otherwise be too dangerous. A great

safety educator, Albert W. Whitney, points out that one is safe *from* hazards, safe *for* adventure.

There are three important aspects to safe living:

Desire to live safely and to help others do so, often referred to as a safety attitude.
Knowledge or information needed to live safely.
Skill to perform activities safely.

For a child to want to live safely, he/she must think of him/herself as a person worthy to live safely and worthy to make his/her own plans and decisions. Teachers have a very important part to play in forming this self-image. The best practices of mental health are an integral part of safety education.

Close school-home cooperation helps in understanding that each child has special safety education needs. The child who is over-aggressive, headstrong, or impatient needs teacher and parent supplementing one another in guidance to overcome these accident-producing traits. And the teacher needs to be ever alert to physical or emotional difficulties that may lead to accidents.

Safety education, in one way or another and in different degrees, has been with us a long time. However, many teachers and parents lack training and often overlook or are unaware of opportunities for instruction in safety. Also, they sometimes do not have current basic information on safe practices. Almost every community has a wealth of resources—the police, fire, and recreation departments; the local chapter of the American Red Cross; the community safety council (or in rural areas the farm safety extension service); and the public library. Use these resources to check current safety practices. As the environment changes, so do safety rules, and the wise teacher keeps abreast of these changes.

In developing students' skills, the teacher needs to use supervision that is gradually withdrawn as students advance. Let's take the use of scissors. The first scissors used will be round-pointed. The children will learn under the teacher's

guidance to cut away from themselves, to carry the scissors in a box, and to hand them with the handles toward the receiver. But will these rules be consistently followed? Of course not. The teacher will have to supervise closely until the skill of control and the "skill" of memory are developed sufficiently to trust the group with scissors. The teacher protects the children as the children learn to protect themselves.

Accident Reporting

The school as a whole should set up a routine for reporting accidents, keeping a yearly record for use during evaluation of the safety program. Accident reports are of value when you are:

Obtaining data on the causes of accidents to be used in curriculum planning and revision;

Pointing out physical environmental hazards for the purpose of modifying construction, use, and maintenance of facilities and supplies;

Supplying information for parental and pupil guidance;

Providing the basis for requesting community support; and

Evaluating the safety program.

Accident report forms vary, but many schools now utilize the National Safety Council "Standard Student Accident Report Form." Another form, the "Student Accident Summary Form," supplies information that is compiled in the Council's yearly statistical summary, *Accident Facts*.

In completing accident report forms, teachers sometimes fail to note the underlying causes and circumstances. For example, it is of little value to report the cause of an accident as "falling." Of greater importance is "why"? Did the child fall

because of a defective piece of equipment? Was the child doing something wrong before falling? This type of information must be ferreted out if a recurrence of a fall of that type is to be prevented. "Carelessness," "horseplay," "running in the roadway," and "collision with another cyclist" do not designate the real cause of accidents. These are only the last acts of the persons involved in the accident; the true cause lies much deeper. The teacher must note the mental condition of the child at the time of the accident and the events prior to it.

Accident statistics can be a valid measure of school safety programs, but only if data are reliable, complete, and kept over a long period.

Causes of Accidents

Research studies, experience, and teacher reactions indicate that the major causes of accidents are:

Insufficient knowledge or insufficient skill;

Lack of supervision and poor leadership;

Improper attitudes (disregard of rules and regulations, lack of courtesy, failure to obey parents and teachers);

Desire of the child to accomplish something that overrides innate caution (running into the street to get a ball);

Unsafe environment; and

Personal causes (physical handicap, emotional instability, rebelliousness, adventuresomeness).

TEACHING SAFETY

Effective teaching in safety is the same as effective teaching in any area. The focus is the child. The teacher must know the whole child—his or her mind, physical being, and emotions—and then involve him or her intellectually, physically, and emotionally in an educational program of action and hands-on projects.

Methods for Teaching Safety

The effective teacher discovers the most effective teaching methods. No one method is best, but all have their place. The following have been successful in teaching safety:

The experience method or "learning by doing." One learns to live safely by practicing safe living and by having good role models who carry out safe living practices. The teacher can use school activities, excursions, experiments, demonstrations, and skills.

The program and project method. Pupil projects may include surveys and inspections, accident reporting, publicity for the safety program, drawing up safety regulations and aims, safety assem-

bly programs, excursions, exhibits, and special safety campaigns. A project arises from a recognized need and is then planned, carried out, and evaluated by the pupils.

Dramatization or "make believe." Techniques include pantomimes, story plays, radio broadcasts, puppet shows, monologues, dialogues, musical comedies, ventriloquism shows, videotapes, and television. Of particular value are dramatizations of how accidents may occur.

Play. Acuity of the senses, muscular control, and coordination developed through play lead to safety in physical activities. "Policing" the playground, acquaintance with hazards on apparatus, and inspection of apparatus can help develop proper safety concepts through play activities.

Visual instruction. Visual aids include filmstrips, slides, motion pictures, videotapes, television, computer software programs, drawings, diagrams, photographs, posters, charts, and transparencies. Children learn more rapidly and retain information longer if they can see as well as read and hear.

Verbalization. Discussions with students can be helpful. However, safety talks should be used only occasionally. Sermonizing on the "right and wrong way" does not produce safe behavior, because verbal instruction alone is not adequate with children.

What to Teach and When

Age Level

Practically every safety skill and attitude included in the elementary school curriculum is needed by the child before he or she reaches third grade. Certainly the safety foundation at the primary level is of the utmost importance.

Safety is needed in day-by-day living in classrooms, lavatories, halls, cafeterias, auditoriums, libraries, gymnasiums, and playgrounds, and on the way to and from school. It is

necessary in arts and crafts work, in science experiments, and on field trips. The need for expanding and deepening safety understanding continues throughout all of the the elementary school years.

Environment

Environment helps determine what children should be taught and when. Some traffic signal lights, for example, use the directions "walk—don't walk" or "walk—wait." If the child has to live with these signals, he/she must know how to read them. There are different natural hazards from place to place, including busy intersections, culverts, or rough terrain. Differing opportunities for recreation and play—from vacant lots to adventure playgrounds—call for different safety conduct. Some children are closely supervised while at play, others are on their own.

With today's mobility, it is not enough for the child to know the hazards of the immediate environment. The safety curriculum must care for the child who may tomorrow be moving with his or her family from a small town to the city or traveling with migrant workers and experiencing the hazards of many varied living places before returning to home base—or even be attending school in another country.

The many children now in our elementary schools who come from foreign backgrounds need special help in adapting to the American environment. They may also be handicapped in following safe practices because of their inadequacies in using the English language.

It is obviously impossible to teach all the facts about the environment which each child will need to know, but we can teach children to recognize safety hazards and to seek help in finding how to overcome or remove specific hazards.

Current Activities

Common activities involving tricycles, bicycles, skateboards, roller and ice skates, balls, marbles, jump ropes, and frisbees all present special hazards. The equipment used in hobby activities, such as woodworking and leatherworking,

presents possibilities for accidents but also offers opportunities to learn safety and develop a lifetime interest.

Every so often, a new fad comes along. Each fad may present a unique hazard to the elementary school child. The teacher should be aware of these new activities as their popularity develops and plan strategies for building safety awareness.

There are many seasonal activities that the teacher must include in safety instruction. Halloween, with its masks and its long, flowing costumes, brings decided hazards. Children taking part in "trick or treat" activities must be closely supervised. At Christmas time, new toys and decorated trees have home accident potential. Winter brings sledding injuries; the first spring days bring a rash of outdoor accidents.

Some of the hazards associated with all these activities can be handled by direct planning and learning activities with the boys and girls at school. For some, parental cooperation is essential.

Special Problems

Latchkey" Children

The "latchkey" situation is a critical social problem. It is estimated that as many as seven million children are at home alone before and/or after school, each day. The number of these children lacking any adult supervision is increasing, and society has not taken suitable action to solve this potentially hazardous situation.

Safety education in the schools must include teaching children the correct way to respond to emergency situations in the home. Some of the topics to be addressed include: what to say if a stranger calls, whom to call when confronted with an emergency situation, what to do in case of fire, how to react and what to do when approached by a stranger, and where "safe" houses are located.

The schools can assist by teaching self-help skills and precautionary skills (commonly called survival skills) and by

instilling an awareness of potential hazards. However, parents need to understand that survival skills taught in school are not a substitute for adult supervision. They are not sufficient training for a child to be left alone at home. There is, furthermore, a vast difference between a 13-year-old child who is occasionally left unsupervised and the 7-year-old child who must let him/herself into the house with a key every day after school.

Drugs and Child Abuse

Children must be taught the dangers associated with drugs and alcohol. This is appropriately considered part of the curriculum in health education for the elementary child but it is also a concern in safety education.

Teachers must be aware that a child's self-esteem is very important if the child is to "say no to drugs." Self-esteem can be seriously damaged by child abuse or neglect and by child sexual abuse. Teachers should learn the guidelines for detection and the characteristics manifested by the abused child. They must know the steps required to help the child: report immediately; know where, what, and why to report.

Safety During Physical Activity

In every grade except kindergarten, more than half of all school jurisdictional accidents, including going to and from school, occur in physical education related activities. How do we go about reducing these accidents?

First, we must realize that there are more opportunities for accidents in organized games like softball, basketball, and circle games—and even more in unorganized, informal games or when using playground apparatus—than there are while sitting at a desk or walking in the corridors.

To completely discuss your school's physical education program is not the purpose of this booklet, but mentioning a few hints will help.

> An adult, preferably a physical education teacher, must be on the school grounds whenever children are there. Many classroom teachers prefer to be present even if a physical

education teacher is in charge because of the insight it gives them into the children's needs and interests. For your own safety, when on the playground, dress appropriately.

If guided to make their own playground rules, the pupils will understand and obey them better. These may be nearly the same year after year, but the potential for effective problem-solving education exists if rules are "worked out" each year by the students themselves.

A pupil playground patrol provides a useful learning activity. Members might have such responsibilities as inspecting equipment, reminding children who have forgotten the rules, and calling an adult if things threaten to get out of hand.

The pupils need to be taught by every means at hand that it is best to learn "skillful and correct" practices before starting any new physical activity. For example, fingers are less often damaged when children have learned how to correctly catch a thrown ball.

Physical Impairments

Pupils with obvious physical impairments are usually cared for by existing safety practices employed for special populations. However, children with slight impairments—partial vision or hearing loss, heart defects, poor muscular coordination—may present an accident potential problem because the defect has not been discovered. Testing may uncover these problems and, once they are recognized, the children can be taught what is "out of bounds" for them.

Emotional Problems

Accidents are sometimes symptomatic of temporary emotional problems or deep maladjustment. If this is the case, the classroom teacher must be alert to recognize signs and call for appropriate assistance.

Sometimes the emotional disturbance is temporary; sometimes the aid of a skilled counselor is needed. Cumulative records that include individual accident reports are extremely helpful in locating cases in need of professional help.

LEARNING EXPERIENCES

It is impossible to suggest learning experiences that will be universally helpful to all teachers. There are, however, certain general guidelines.

Planning for the learning experiences should be a cooperative affair, with pupils and their parents understanding the goals. Learning safety is dependent on principles of safety, such as the following:

Hazards are observable and accidents can be predicted. It is possible to develop a "safety sensitivity."

Good housekeeping, including maintenance, is a component of safe living. If all crayons are picked up from the floor after art work, no one will slip on one and fall. An approved electric cord will remain safe only if it is inspected regularly and maintained safely.

Accidents result not so much from the danger of the operation as from the skill of the operator. To swim safely, it is necessary to learn how to swim and to practice under supervision. The habit of seeking help while learning how to perform each new activity should be fostered in the school.

One's ability to avoid accidents varies with such individual factors as health, fatigue, physical condition, and worry. Poor physical condition may account for the sudden upsurge of accidents to elementary school children on the first days of

spring. Softened from the winter restraint, the children attempt to run, climb, and jump at levels above their physical condition.

And finally, every child should be made to understand why he or she became involved in an accident or why he or she caused an accident. At the same time, the teacher should guard against ridiculing a child. An accident may be an error like a misspelled word or wrong arithmetic answer. But the child must be made to understand why it happened and how it could have been prevented.

Primary Objectives

Children differ widely in their safety needs and readiness. The following objectives are intended only as a starting point. However, by the time a child finishes third grade, one would expect him or her to be able to:

Use stairs in a safe manner by not running or pushing, by watching where he or she is going, keeping to the right, and holding onto the handrail where necessary.

Carry objects in a safe manner: for example, holding sharp-pointed articles such as pencils, pens, and scissors with points protected and/or pointed down; carrying one chair at a time in front of the body and holding the chair at joint of seat and back with legs pointed slightly back while keeping vision unobstructed.

Use tools in a safe manner by selecting the correct tool for the job, knowing how to use it properly, returning it to its storage place after use, keeping it clean, and reporting any broken or otherwise unsafe tool.

Take turns on equipment such as playground apparatus or drinking fountains, avoiding pushing and shoving.

Follow good housekeeping practices by wiping up spilled liquid immediately and by picking up toys and other objects and putting them back in their proper places.

Follow playground and building safety regulations and understand and follow directions for disaster drills.

Follow pedestrian safety practices by taking the safest way home, to school, and to other places; obeying the school safety patrol, crossing guard, or police officer; obeying the traffic signals and checking for approaching vehicles before crossing even with the green light or "walk" sign on; crossing the street only at corners, using protected crossings wherever they are available, and using the sidewalks or walking on the extreme left of a road.

Know how to ride safely in the family car or the school bus, including entering and exiting the bus.

Practice home safety by keeping a safe distance from fireplace, stove, oven and range top; using a microwave oven properly; turning cold water on first and off last to avoid scalding; picking up toys and other objects; and keeping hands off medicines, cleansing agents, insecticides, and other poisons.

Not associate with strangers.

Refrain from touching or playing with strange animals or teasing any animal.

Follow basic safety rules for swimming or playing near water.

Avoid playing with sharp objects or firearms.

Stay away from washers, dryers, and abandoned refrigerators.

Primary Learning Experiences

Planning Learning Experiences

Arrange for a preschool roundup. Before one can learn safety at school, one has to get to school safely, whether by school bus, in the family car, on foot, or cycling. Before children start school, for the first time or at a new school, safety instruction for the parents is important.

> *Example:* "Safest way to and from school" maps are used in many places; the route a child will follow is agreed upon by teacher, child, and parents, and is marked on the map. "Welcome to School" booklets can give parents the background and factual information they need in safety.

> *Example:* For a preschool visit, set up a miniature intersection on the school playground so that parent and child can practice correct crossings. Have a school bus available so that safe ways of riding can be demonstrated and practiced.

Make certain that children can repeat their names and addresses, parents' names and phone numbers, and the name of their school.

Ask children to bring favorite toys to school and discuss safe ways for using each toy.

Discuss and demonstrate safe conduct in skateboarding, roller skating, and playing ball.

Ask children to list the wheeled vehicles they own and tell where they can be ridden safely; demonstrate courtesy.

Ask children to identify safe receptacles for matches. Demonstrate dangers of matches. Conduct simple experiments to show flammability of materials and effects of draft on fire. Show methods of extinguishing fires. Teach children to report fires

immediately, how to use fire alarms, and how to phone for help in case of fire at home.

Demonstrate and practice correct ways of carrying trays in the cafeteria.

Explain the need for obeying rules and the value of "taking turns" to increase fun and prevent accidents.

Teach children to report all injuries, no matter how small, to an adult.

Discuss, demonstrate, and practice safe use of equipment and supplies the first time they are used (and repeat as needed). Include not only playground equipment but equipment used in the classroom and supplies, such as clay and paints.

Dramatize the work of the school safety patrol and the reasons for respecting and obeying patrol members.

List ways pupils can help with playground safety and practice them.

> *Example:* One class chose a committee each week for playground inspection. Every morning and afternoon, before the class went to the playground, the members inspected the playground for anything which could cause slips, falls, or other accidents. The committee corrected things immediately, such as picking up sticks or rocks, and then reported any problems they could not correct. The teacher reported major hazards (such as a broken swing) to the maintenance department and the children were warned to stay away (or barricades were erected) until corrections were made.

Study the work of community helpers in safety—police officers, fire fighters, nurses, doctors, bus drivers. Dramatize, make scrapbooks, and have representatives come and talk. Tour the firehouse or police station.

Discuss and demonstrate what things may be safely thrown in games of catch.

Provide guidelines for the students as they make their own rules and safety code for classroom, school building, and playground. Then see that they follow and enforce their own rules.

On a map of the school grounds, keep a record of all accidents.

Make a "Be Careful" scrapbook with pictures of hazardous situations or places, people doing dangerous things, and dangerous objects.

Using a play house, let children demonstrate safe home practices (putting toys away, arranging furniture, keeping stairs clean).

"Ad Lib" Learning Experiences

The teacher who is truly convinced of the need for developing safety awareness in pupils is ever alert for incidents offering an opportunity for demonstrating safety practices. Consider these examples:

After a collision or two, a discussion was held in which pupils came to the conclusion that "keeping to the right" is a good rule in the classroom and on the playground as well as on the highway.

Moving furniture out of the way for games or rhythms can be a safety learning experience.

While walking, one child discovered a banana peel on the sidewalk. This was labeled a definite hazard and children were warned to watch where they put their feet while walking.

Some children thought it was "clever" to put their feet out in the aisles and trip other children. Their action instigated a discussion of the potential dangers.

Certain children were chosen for specific responsibilities because they showed themselves able to perform the tasks safely—Elizabeth, to water the plants because she is so careful to wipe up spills; Hernando, to pass the scissors because he always remembers to give them to others with handles presented first.

In discussing safety in bus riding, one boy boasted that he always stood up in his father's car. The children then planned and executed an experiment in which they took two dolls of the same size and weight and put them, one standing and one sitting, in a toy wagon. Then they ran the wagon down an incline. The results clearly indicated the hazards of standing in a motor vehicle.

The school playground presents potential hazards but it also offers opportunities to develop safety awareness in pupils. Children should help make their own safety code for activities involving playground equipment.
(Photo by Dave Woods, Highland Park Elementary School, Austin, TX)

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Just before the end of the school day, one teacher provides a "quiet time" with an attempt to create a happy frame of mind for each child, a gentle reminder to go home safely and look forward to a happy tomorrow. Children with special problems are made to feel that they will be needed at school the next day.

A new house being built near the school offered an irresistible attraction for exploration. In one class, during a discussion of the wisdom of staying away from the construction, the pupils asked many questions the teacher could not answer. Accordingly, the students composed a letter to the contractor, who responded by inviting the children to make a field trip to the site and learn about safety practiced by workers and the safety features built into the house. The curiosity of the pupils was satisfied, they learned why they should not play at the construction site, and they had a valuable safety learning experience.

The fire chief volunteered to show a film to the entire school during fire prevention week. As the film was too advanced for the first three grades, the teachers asked the fire chief to spend time with students in each class instead. The third grade children appointed a panel to ask him questions about fire prevention. The second grade looked for fire hazards in their own homes and built a model home showing the hazards, which they explained to the chief. The first grade demonstrated how to call the fire department from a model call box and from the telephone.

Several accidents with pets indicated that special attention needed to be given to that area. The first step was a survey of the pets the children owned. A chart was made with the names of the pets and the number of children owning each kind of pet. Children who did not have pets were allowed to adopt in their imaginations a pet of their choice. The class created a frieze of portraits of their pets and the care and feeding of each different type was studied. The science department loaned the class a pair of rabbits, and by rotating the care of the animals among the children, all were able to practice what they had learned.

Intermediate Objectives

By the time a child finishes sixth grade, in addition to the above, one would expect him or her to:

Be aware of the need for safety rules in everyday life, realize why accidents happen, and begin to recognize his or her moral and social responsibility for the safety of other people.

Appreciate the part the school and community play in keeping each student safe.

Be more thoughtful and careful in desires for adventure.

Have developed a "safety sense" in regard to new situations and recognize hazards that may be avoided.

Have developed more skills in conducting and managing physical activities.

Recognize and cope with hazards at home.

Intermediate Learning Experiences

Planning Learning Experiences

Sixth graders are at a good age to make use of problem-solving techniques. When the students approach a new situation (a new activity in the classroom, a new sport to be learned), let them use these five steps as part of group study:

Study the area and determine the potential hazards.
Discuss these hazards.
Select the most urgent hazards.
Divide these hazards into action sequences which may be more easily understood.
Plan the course of action to abate the hazards of each action sequence.

When children learn why they do something safely, precautions become more a part of them. Let the children plan their own safety program and tell *you* why each precaution has been included.

Visit and discuss departments of city government that contribute to community safety, such as fire, police, and public works.

Study traffic regulations, with emphasis on pedestrian and bicycle safety.

> *Example:* Compare current traffic laws with those of the 1920s to see how they have been changed to keep up with modern technology.

Ask students to bring in newspaper accounts of accidents or to report on television coverage of accidents. Have a discussion period to try to determine the causes of these accidents and how they could have been prevented. Discuss the impact of television coverage on concern for safety.

Dramatize the correct use of the telephone in home emergencies.

Organize a weekly discussion concerning close calls and minor accidents in which pupils have been involved. Investigate the circumstances, reveal how close calls and minor accidents can become major ones, and discuss how to prevent similar accidents from happening again.

Discuss hazards associated with large crowds and the preventive measures that can be taken for crowd control. Talk about how the police officers help prevent problems at parades, for example.

Learn and practice skills in physical education to help prevent accidents.

Incorporate safety study into other areas of the curriculum.

Social Studies. Study how changes in our way of living bring about new hazards while old hazards disappear (How many people get kicked by horses today as compared with 100 years ago?). Study people and agencies working for our protection and local laws and regulations designed for safety.

Mathematics. Accident statistics can be made into graphs or expressed as percentages.

Conservation. Discuss the need for plant and animal life and the importance of soil and water for our existence. Discuss the importance of forest fire prevention. Explore problems involved with the use of pesticides.

Science. As students learn about electricity and chemicals, help them develop an understanding of their safe use. Study the stopping times of skates, autos, and bikes on wet and dry pavements.

Vacation Time. Utilize approaching vacation periods to list hazards associated with swimming, boating, fishing, going barefoot, camping, sun tanning, hiking, and skiing. This is a good time also to discuss how to protect oneself and others from lightning, poisonous plants, and snakes.

"Ad Lib" Learning Experiences

A sixth grade class charged with providing the program for an annual PTA meeting decided to tell their parents about the problem of safety on the playground. First, they made an inspection to identify hazards. Then they took pictures of the unsafe conditions and made them into slides. They suggested how to correct the hazards as part of the narrative for the slide show. As a result, the PTA voted for improvement of the playground, the program was presented to the school board, and the hazards were removed.

For the use of students of all levels at the school, the student council prepared an illustrated booklet on "Don and Donna at the Main Street Elementary School." Beginning with getting up

in plenty of time to get to school safely and ending with going to bed at night, the book was filled with suggestions for making the school experience safe, healthy, happy, and educationally profitable.

As a contribution to the local flower show, the upper grades prepared an exhibit of garden tools, materials, and equipment showing safe ways of using each, safe ways of lifting, carrying, and lowering heavy bags of fertilizer, and so forth. Each tool and piece of equipment was connected by a ribbon to a cardboard which gave the rules for safe use and the scientific principle on which the rule was based (for instance, correct lifting is based on the biological fact that leg muscles are stronger than back muscles; never put pressurized spray cans in a fire because heat expands the gas, increases the pressure, and causes the container to explode).

A sixth grade class studied the local bicycle ordinance, rewrote it in laymen's terms, illustrated it, and arranged for it to be duplicated and distributed to all homes in the community.

A class presented a demonstration of safety with electrical equipment to a Christmas party for parents. The students prepared and demonstrated simple experiments as a basis for precautions to be taken at Christmas time.

In early March, just before the kite flying season, the student safety council staged a kite flying rally. Parents found the school decorated with pupil-made kits, each bearing a safety rule. A large town map hung at the main school entrance showed safe and unsafe kite flying locations. After songs, skits, poems, and discussion in the auditorium, the audience adjourned to the playground to watch some expert kite flying.

One class in a locality where there were many newcomers to America took on the task of translating safety signs into other languages.

A sixth grade class made a study of accidents that happened in their families over a six-month period. They made simple graphs as part of the arithmetic curriculum and compared these with the graphs for national accidents. In so doing, they learned about differing local hazards and the dangers of generalizing on insufficient data.

One student safety council decided to identify places in the community where boys and girls could learn to swim. They found the names and addresses of the swimming pools offering instruction, the hours scheduled for elementary classes, whether the instruction was for beginning or advanced swimmers, the terms and fees, whom to phone for information and registration, and safety precautions established for learners. This information was distributed to all the parents.

Finding Out How Well We Are Doing

In the last analysis, the success of a safety education program is judged by the overall prevention of accidents. This method of evaluation is too long-term for the classroom teacher, however. Teachers wishing to evaluate the safety program will find these approaches helpful.

Tests of Knowledge, Skills, and Attitudes

It must be remembered that tests do not reveal what pupils will do in an actual situation. A test on bicycle regulations reveals only that students do or do not know the rules; it does not reveal the manner in which students obey the rules when riding their bicycles. Tests can be used to detect lack of knowledge or skills and they provide an incentive for learning.

Discussion

Often the class or safety council can perform a credible evaluation of its own learning experiences. Such a discussion needs to be handled with care, however, as it may turn into a

"point-the-finger" session. It is most successful with a ground rule forbidding direct references to self or a classmate.

Inspections

Bicycle and home inspections are useful devices for testing what has been learned. Reports by the children on home inspections are valuable, but they are most useful when they include not just how many hazards are found but how many are removed.

What Would I Do If—

Several tests which allow for judgments as to what should be done in a dangerous situation have been developed. A situation is described and three choices of action are given—one underprotective, one overprotective, and one correct. This same technique can be used by the teacher. Although a right choice on paper does not necessarily indicate right practice, some relationship may be assumed.

> *Example:* Harry, a fifth grade pupil, sees Maria, a second grader, standing up in the swings. He should:
>
> (a) Order her down.
>
> (b) Pay no attention to her.
>
> (c) Talk to her and tell her of the dangers of standing in the swings.

The key to "finding out how well we are doing" is to know what we are trying to do. If teacher, pupils, and parents understand the objectives of safety education for the particular group of children or for an individual child, some indications of success or failure will be forthcoming.

SCHOOL SECURITY

Due to their vulnerability children are often the target of depraved acts of violence. We must examine the attention that is given to violent aggression against our young people. Recent events involving schoolyard shootings, the taking of school children as hostages, and other deviant acts against elementary-age children reinforce the need for more secure facilities and more stringent security policies. Such acts make it imperative that steps be taken to provide safer, more secure schools and instructional methods that teach children to protect themselves both at school and at home.

Children's fear of crime presents an obstacle to a healthy school environment. In order for the educational process to function as smoothly as possible, even in areas of high crime and recent attacks upon schools, this fear must be allayed by making the school environment as safe as possible.

Access Control

The security of children in the classroom is best accomplished through physical barriers reinforced by stringent policies governing public access to the elementary school. Policies regarding access control must be established and enforced by school administrators. Doors and windows are effective barriers only when they are secured. Legitimate visitors should be clearly identified, and those who are not identified should be reported

to the school principal immediately. Many school systems are installing better alarm systems, closing off little used staircases, adding more sophisticated two-way intercoms in all classrooms, and issuing walkie-talkies to playground and school bus monitors in order to increase security.

Facility Design

Elementary-age children are at the highest risk when they are on school grounds that are exposed to the streets and the general public. The use of solid walls that provide a visual barrier as well as a shield is becoming more necessary as the standard chain-link fence cannot provide adequate protection from the weapons being utilized by attackers.

School design should offer a vantage point from which the playgrounds may be observed by faculty and staff in order to prevent child abductions or at the very least provide some degree of deterrence and the ability to detect an attack.

Vandalism and Theft

Vandalism and theft of school property disrupt the educational process and place a costly burden on the community. Security is a top priority for many school administrators but they are too often faced with problems over which they have little or no control, such as school location, construction, and financial resources to combat the problem. School security should begin before the facility is constructed since site selection, design, and material selection play major roles in the prevention of illegal intrusion, the abatement of vandalism, and property repair or replacement.

Local police forces should be consulted for tips on vandalism prevention and theft control and for establishing routine patrols of the school's grounds. Professional security services are another possibility which can be considered for nighttime patrols.

Community programs can be established, similar to a "neighborhood watch program," to incorporate the security of the local school into existing watches or to utilize parent volunteers to patrol school grounds when the facility is closed.

Emergency Planning

Nationally, disasters of various severity and magnitude strike schools on almost a daily basis. Disasters can affect entire communities, or perhaps only a school. Regardless of the scope of impact, school officials are responsible for the safety of the children in their care. By planning for possible disasters, school officials can better protect students and reduce the loss of property. Planning will help ensure the immediate, coordinated response and recovery operations that are vital in life-threatening situations.

Emergencies such as explosions, gas leaks, or bomb threat should be communicated through repeated blasts of the bell system as in a fire alarm. In addition, flashing lights in the gymnasium should be activated. In all cases of explosion or bomb threat, the fire department should be notified immediately. The police department should also be contacted. In a bomb threat situation, all details of the warning telephone call should be related to the police.

Written emergency plans should be formulated, practiced, and evaluated to ensure that the entire school population is aware of procedures and responsibilities. There are texts on the subject of emergency planning for schools which provide excellent guidelines for structuring a school's response to disaster. The Federal Emergency Management Agency or local emergency service offices can provide important resource information to assist in planning efforts.

Helping a child to learn how to ride a bicycle safely is a joint project for the home and school. Parents can offer a helping hand with a new bike and the teacher can provide opportunities to learn about safe practices.
(Photo by James F. Kirby, Reston, VA)

BEST COPY AVAILABLE

RESOURCE MATERIALS

Many teaching aids on safety are available from local resources—the community safety council, police and fire departments, health agencies, the office of emergency preparedness, insurance companies, the recreation department, and local branches of the national organizations listed below. Several state agencies also have materials suitable for safety instruction. Try your community and state sources first; then write to the following for information and price lists of safety materials and films. (Specific materials currently available are briefly described in the first section, labeled Selected Resources.)

Selected Resources

American Automobile Association, Traffic Safety Department, 1000 AAA Drive, Mail Box 76, Heathrow, FL 32746-5063

Traffic Safety Teacher's Guide for Grades K-9
Developed to assist teachers in building the students' understanding of their traffic environment.

National Safety Council, P.O. Box 11933, Chicago, IL 60611

Preschool Pedestrian Safety Program
Geared to the special needs of children aged 3 to 5. This

program includes all the materials needed to instruct young children about safe behavior near traffic.

School Safety World-Newsletter
Covers a variety of subjects relating to school safety. For administrators, school board members, and teachers from preschool through elementary grades.

Coronet/MTI Film & Video, 108 Wilmot Road, Deerfield, IL 60015-9925

"I'm No Fool" Series
A Disney Educational Production. Jiminy Cricket gives lifesaving lessons on staying safe in traffic, taking playtime precautions, developing hazard awareness, and developing responsibility for one's own behavior.

Primary School Bus Safety
Introduces children to the concept of the "Safety Circle." Children learn safe procedures for walking to school or to the bus stop, waiting for the bus, and entering, leaving, and riding a bus. (15 min.)

Playground Safety
Children learn to recognize the danger zones that exist on a playground and what to do about them. The children are introduced to rules of playground safety. (10 min.)

Aims Media, 6901 Woodley Avenue, Van Nuys, CA 91499-2637

McGruff—The Crime Dog Series
McGruff's Guide to Personal Safety
McGruff, the Crime Dog, helps children understand that they have personal spaceand can refuse to allow some one to be physically close, even a relative, friend, or neighbor. He shows the difference between the actions of people whose closeness is safe and those who may put a child's safety at risk. (10 min.)

McGruff's Drug Alert
McGruff, the Crime Dog, warns children about drugs. He explains that even medicines can be dangerous. McGruff teaches children how to stand up to peer pressure and protect themselves from people who try to persuade them to take drugs. (13 min.)

Fire Safety (1988)
Safety Frog teaches children to be fire safe, to avoid playing with matches, how smoke detectors work and why they're necessary, how to avoid household accidents that lead to fires, and what to do if there is a fire. Safety Frog teaches the children to "stop, drop, and roll" if their clothes catch on fire. (9 1/2 min.)

Seat Belts Are for Kids Too (1987)
Children are shown how to wear seat belts correctly. They also learn why the shoulder and lap belts give greater protection than a lap belt alone and why babies and smaller children need to use car seats. (10 min.)

Safety-Walk to School (1983)
This film illustrates the importance of safety while teaching about crossing streets, accepting rides, obeying traffic signals, and walking on sidewalks. (12 min.)

State Farm Insurance Companies, P.O. Box 3252, Chicago, IL 60654

The Smoke Detectives (1991)
This fire safety program has been designed for use in K-6 classrooms. The program's multidisciplinary structure enables teachers to use curriculum materials frequently throughout the year as a means of enhancing basic learning skills, while reinforcing the vital fire safety messages. For a free kit, send your name, school name, and street address (no post office boxes) to Smoke Detective, P.O. Box 3252, Chicago, IL 60654.

Organizations

Alliance for Traffic Safety
c/o Hazel McKee
370 Wakeforest Drive, #89
Houston, TX 77098

American Academy of Pediatrics
141 Northwest Point Boulevard
Elk Grove Village, IL 60007

American Academy of Safety Education
c/o Jack Green Sr.
2202 Hathaway Drive
Greensboro, NC 27408

American Alliance for Health, Physical Education, Recreation and Dance
The Safety Society
1900 Association Drive
Reston, VA 22091

American Association of Poison Control Centers
c/o Dr. Gary Oderda
Maryland Poison Center
20 North Pine
Baltimore, MD 21201

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22091

American Automobile Association
Traffic Safety Department
1000 AAA Drive, Mail Box 76
Heathrow, FL 32746-5063

American Council on Education
One Dupont Circle
Washington, DC 20036

American Dental Association
211 East Chicago Avenue
Chicago, IL 60611

American Insurance Association
85 John Street
New York, NY 10038

American Law Enforcement Officers Association
1000 Connecticut Avenue, NW
Washington, DC 20036

American Medical Association
535 North Dearborn Street
Chicago, IL 60610

American National Red Cross
17th and D Streets NW
Washington, DC 20006

American Pedestrian Association
P.O. Box 624, Forest Hills Station
Forest Hills, NY 11375

American Red Cross
Los Angeles Chapter
2700 Wilshire Boulevard
Los Angeles, CA 90057
(Publication—*Safety and Survival in an Earthquake*)

American School Health Assoc.
c/o National Safety Council
444 North Michigan Avenue
Chicago, IL 60611

Bicycle Federation of America
1818 R Street NW
Washington, DC 20009

Bicycle Manufacturers Association of America
1055 Thomas Jefferson Street NW, Suite 316
Washington, DC 20007

Bureau of Alcohol, Tobacco, and Firearms
Department of the Treasury, Room 2209
1200 Pennsylvania Avenue NW
Washington, DC 20226
(Publication—*Bomb and Physical Security Planning)*

Factory Mutual Systems
1151 Boston-Providence Turnpike
Norwood, MA 02062

Families and Children Together (FACT)
P.O. Box 2711
Charleston, WV 25330

Federal Emergency Management Agency
United States Fire Administration
P.O. Box 65845
Washington, DC 20035-5845
(Publication—*This Is Fire—Ages 1-18)*

Geological Survey
National Earthquake Prediction Evaluation Council
National Center
Reston, VA 22092

Hazardous Materials Advisory Council
1012 14th Street NW, Suite 907
Washington, DC 20005

Inter-American Safety Council
23 Park Place
Englewood, NJ 07631

International Skateboard Association
5466 Complex Street, Unit 207
San Diego, CA 92123

League of American Wheelmen
6707 Whitestone Road, Suite 209
Baltimore, MD 21207

Metropolitan Life Insurance Co.
Department of Health and Safety Education
One Madison Avenue
New York, NY 10010

National Association for Education of Young Children
1834 North Moore Street
Arlington, VA 22209

National Association of School Security Directors
c/o Edger B. Dews, Jr.
P.O. Box 31338
Temple Hills, MD 20748

National Burglar and Fire Alarm Association
Batterymarch Park
Quincy, MA 02269

National Camp Fire Council
4601 Madison Avenue
Kansas City, MO 64112

National Congress of Parents and Teachers (PTA)
700 North Rush Street
Chicago, IL 60611

National Fire Protection Association
Batterymarch Park
Quincy, MA 02269

National Highway Traffic Safety Administration
400 7th Street SW
Washington, DC 20590

National Institute for Occupational Safety and Health
5600 Fishers Lane
Rockville, MD 20857

National Rifle Association of America
1600 Rhode Island Avenue NW
Washington, DC 20036

National Safety Council
444 North Michigan Avenue
Chicago, IL 60611

National School Boards Association
1680 Duke Street
Alexandria, VA 22314

National School Safety Center
Pepperdine University
Malibu, CA 90263

National School Transportation Association
P.O. Box 2639
Springfield, VA 22152

National Society for Prevention of Blindness
500 East Remington Road
Schaumburg, IL 60173

National Weather Service
8060 13th Street
Silver Spring, MD 20910

Occupational Safety and Health Administration
200 Constitution Avenue NW
Washington, DC 20210

Office of External Affairs Directorate
Federal Emergency Management Agency
Washington, DC 20472

Prevention Intervention Program in Trauma, Violence and Sudden Bereavement in Childhood
University of California at Los Angeles
Department of Psychiatry
750 Westwood Plaza
Los Angeles, CA 90024

Prudential Insurance Co.
Health and Safety Education Department
745 Broad Street
Newark, NJ 07101

Safety Equipment Institute
1901 North Moore Street
Arlington, VA 22209

Underwriters Laboratories
333 Pfingsten Road
Northbrook, IL 60611

Film and Video Resources

Aims Instructional Media Services, Inc.
6901 Woodley Avenue
Van Nuys, CA 91406-4878

Britannica Films
452 North Michigan Avenue
Chicago, IL 60611

Cellar Door Cinema
Box 185
Lexington, VA 02173

Centron Films
65 East South Water Street
Chicago, IL 60601

Churchill Films
662 North Robertson Boulevard
Los Angeles, CA 90069

Coronet/MCI Film & Video
108 Wilmot Road
Deerfield, IL 60015-9925

Denco Educational Corporation
P.O. Box 1488
Madison, WI 53701

Doubleday Multimedia
1371 Renolds Avenue
Santa Ana, CA 92705

Educational Film Library Association
43 West 61st Street
New York, NY 10023

Ed-Venture Films
1122 Calada Street
Los Angeles, CA 90023

Eye Gate House
146-01 Archer Avenue
Jamaica, NY 11435

Guidance Films
2514 West Bacon Drive
Peoria, IL 61614

Lyceum Productions, Inc.
P.O. Box 1226
Laguna Beach, CA 92652

McGraw-Hill Films
1221 Avenue of the Americas
New York, NY 10021

Milner-Fenwich, Inc.
3800 Liberty Heights Avenue
Baltimore, MD 21215

National Safety Council
P.O. Box 11933
Chicago, IL 60611

Oxford Films
1136 North Las Palmas
Los Angeles, CA 90038

Park Films
220 North Almont Drive
Beverly Hills, CA 90211

Perennial Education, Inc.
1825 Willow Road
Northfield, IL 60093

Pyramid Films
P.O. Box 1608
Santa Monica, CA 90406

RMI Film Productions, Inc.
701 Westport Road
Kansas City, MO 64111

Schloat Productions
150 White Plains Road
Tarrytown, NY 10591

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614-1299

Reference Texts

Bever, David L. *Safety: A Personal Focus*. St. Louis: Times Mirror/ Mosby College Publishing, 1988.

Della-Giustina, Daniel E. *Planning for School Emergencies*. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance, 1988.

National Safety Council. *Accident Facts: 1990 Education*. Chicago: the Council, 1990.

Scheller, W.E. *The School Health Program*, 5th ed. Philadelphia: W.B. Saunders Co., 1981.

Purposes of the American Alliance for Health, Physical Education, Recreation and Dance

The American Alliance is an educational organization structured for the purposes of supporting, encouraging, and providing assistance to member groups and their personnel throughout the nation as they seek to initiate, develop, and conduct programs in health, leisure, and movement-related activities for the enrichment of human life.

Alliance objectives include:

1. Professional growth and development--to support, encourage, and provide guidance in the development and conduct of programs in health, leisure, and movement-related activities which are based on the needs, interests, and inherent capacities of the individual in today's society.

2. Communication--to facilitate public and professional understanding and appreciation of the importance and value of health, leisure, and movement-related activities as they contribute toward human well-being.

3. Research--to encourage and facilitate research which will enrich the depth and scope of health, leisure, and movement-related activities; and to disseminate the findings to the profession and other interested and concerned publics.

4. Standards and guidelines--to further the continuous development and evaluation of standards within the profession for personnel and programs in health, leisure, and movement-related activities.

5. Public affairs--to coordinate and administer a planned program of professional, public, and governmental relations that will improve education in areas of health, leisure, and movement-related activities.

6. To conduct such other activities as shall be approved by the Board of Governors and the Alliance Assembly, provided that the Alliance shall not engage in any activity which would be inconsistent with the status of an educational and charitable organization as defined in Section 501(c)(3) of the Internal Revenue Code of 1954 or any successor provision thereto, and none of the said purposes shall at any time be deemed or construed to be purposes other than the public benefits purposes and objectives consistent with such educational and charitable status.

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